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ABSTRACT

This module on evaluating regular and cooperative vocational programs is 1 in a series of 10 modules written for vocational education teacher education programs. It provides the basic information necessary to conduct or supervise regular and cooperative vocational education program evaluations. Introductory materials include the following: a list of competencies/tasks to be covered and objectives, overview of the module, listing of suggested resources, and content/instructional strategies, including prerequisite information. The module first covers why vocational education programs should be evaluated, what should be evaluated, what techniques should be used, and who should be involved. Next, the procedure for designing an evaluation system is presented. A final report outline example is provided. Other topics include using evaluation data, how to avoid common evaluation pitfalls, and the Missouri School Improvement Program. A summary and review concludes the lesson. Two activity sheets and an evaluation plan checklist are provided. (YLB)

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MODULE:

Evaluate Regular and Cooperative Vocational Programs

Written by:
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Notes

MODULE : EVALUATE REGULAR AND COOPERATIVE VOCATIONAL PROGRAMS

Competencies/Tasks:

In an actual vocational education situation, regular or cooperative education, you will evaluate your program or an activity within your program.

Objectives:

The student will be able to:

1. Identify the various methods that can be used to evaluate a regular or cooperative education program.
2. Explain, verbally or in writing, why the evaluation of a program is necessary.
3. Explain, verbally or in writing, what should be evaluated in a program.
4. Explain, verbally or in writing, what techniques can be used for the evaluation.
5. Explain, verbally or in writing, who should be involved in the evaluation process.

Overview of Module:

Suggestions for the teacher educator. As the students complete each unit, have them relate it to their own program evaluation situation. Example: In Unit II, have the students determine what activity should be evaluated in their own program.

It is a little much to expect a complete program evaluation to be completed during the short time it takes to cover this module. However, the result of the module could be the subject of an independent study in vocational education. Time schedule - three to five hours.

Suggested Resources:

1. Media:
   A. Videotape - "What is Cooperative Vocational Education?" Source: The Media Center, State Fair Community College

2. Assignments:
   A. You are required to read the information contained in this module.
   B. You may wish to read one or more of the following references: Lawson and Wentling, Evaluating Occupational Education and Training Programs; Tuchman, Evaluating Instructional Programs; and/or Darcy, Vocational Education Outcomes: Perspectives for Evaluation.
   C. You will demonstrate your knowledge of the concepts and procedures involved in the evaluation of a regular or cooperative vocational education program by completing an evaluation.

Notes

D. You will demonstrate your competency by developing an evaluation plan, following through with an actual evaluation, analyzing and interpreting the data collected, and preparing a final report of conclusions and recomm endations.

3. References:

Ash, L.C., Instruments and Procedures for the Evaluation of Vocational/ Technical Education, Washington, DC, American Vocational Association, 1972.

Darcy, Robert L., Vocational Education Outcomes: Perspectives for Evaluation, R & D Series No 163, Columbus, OH, The National Center for Vocational Education, Ohio State University, 1979.

Erickson, R.C. and T. L. Wentling, Measuring Student Growth: Techniques and Procedures for Occupational Education, Boston, MA, Allyn & Bacon, Inc., 1976.

Lawson, Tom E. and T. L. Wentling, Evaluating Occupational Education and Training Programs, Boston, MA, Allyn & Bacon, Inc., 1975.

Norton, R.E. and Norval McCaslin, Vocational Education for Special Groups, Edited by James E. Wall, Washington, DC, American Vocational Association.

Tuckman, Bruce W., Evaluating Instructional Programs, Boston, MA, Allyn & Bacon, Inc., 1985.

National Center for Research in Vocational Education, Leadership and Training Series: Develop Local Plans for Vocational Education, Part II, Columbus, OH, National Center for Research in Vocational Education, Ohio State University.

The National Center for Research in Vocational Education Leadership and Training Series, Direct Program Evaluation, Columbus, OH, The National Center for Research in Vocational Education, Ohio State University.

Content/Instructional Strategies:

Prerequisite information:

Before undertaking this module students should have mastered:

1. Developing program goals and objectives
2. Conducting surveys and follow-up studies
3. Designing and/or selecting program evaluation instruments. If you do not already have these competencies, you may want to complete the information and practice activities in the following modules:

Develop Program Goals and Objectives	AAVIM Module A-6
Conduct a Student Follow-up Study	AAVIM Module A-10
Evaluate your Vocational Program	AAVIM Module A-11

Notes

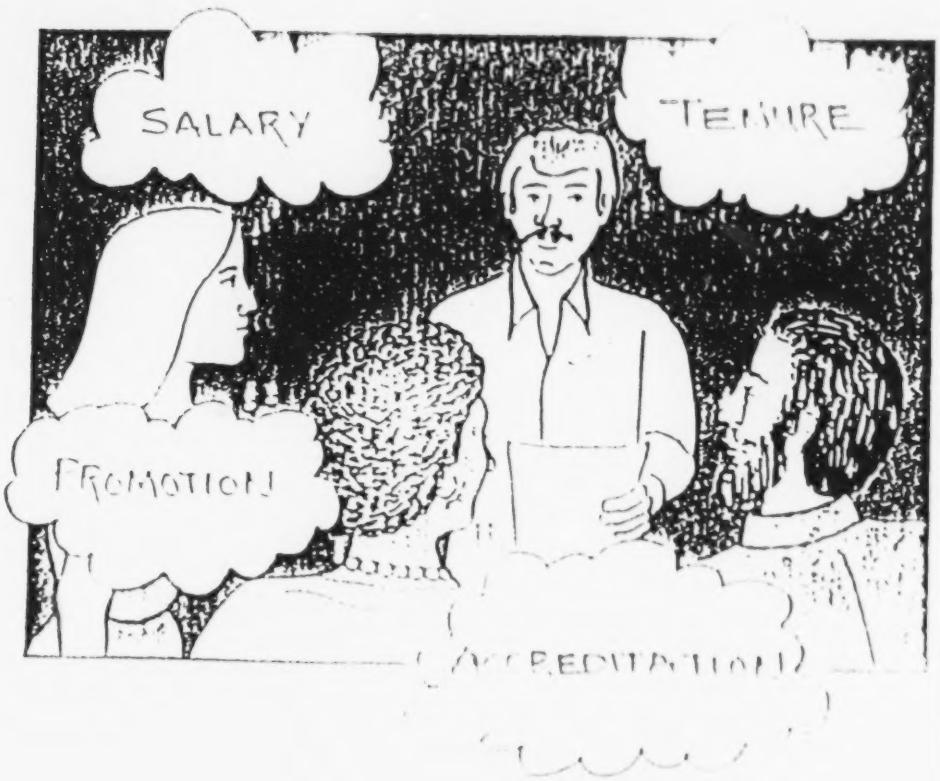
Introduction:

This module provides the basic information necessary to conduct or supervise regular and cooperative vocational education program evaluations.

Vocational education is a dynamic process; fairly dynamic shifts in emphasis become apparent from decade to decade. Evaluation must also be viewed as a dynamic activity. Objectives must be reviewed and updated continuously as well as the devices and procedures that measure them. Criteria must be re-evaluated over time as more data is accumulated. Long term evaluations do help provide perspective but should not be expected to span periods over five years to remain timely and meaningful.

Designing an evaluation system for regular and cooperative vocational education programs:

#1



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A. Why evaluate vocational education programs? The word "evaluation" has a threatening effect on most educators. It brings forth thoughts of tenure, salary, promotion, facilities and accreditation. Program evaluation has as its function to find out if we are fulfilling our objectives, if the results are meeting the needs and to provide evidence on which to make improvements in the program. There are several reasons why evaluation is important:

1. As a planning aid. Information collected during an evaluation can provide measures of resources, limitations and possibilities essential to establishing and assessing objectives plus developing plans. It can help determine the worth of an existing program plan if the overall plan is reasonable and if goals have been achieved.

2. As a decision making aid. Decisions, no matter what their importance, should be based on valid and reliable information. Rational decisions that are defensible and justifiable to staff, administration and the public can be based upon evaluation findings.

3. As a program personnel aid. A well designed evaluation system will identify deficiencies and strengths of program personnel and therefore help them to improve their performance.

4. As a student program aid. Since evaluation determines the value of programs and offers suggestions for improvement, it will ultimately affect the students. The improvement of programs is the most important result of an evaluation. When deficiencies within a program are defined, corrective action can be taken.

5. As a financial accountability aid. The public and government require evidence to determine whether the outcomes of a program are worth the investment. This requires more than a financial audit of accounting records. It requires a presentation of the program results, such as the placement of qualified students in jobs, in relation to costs and objectives. An evaluation system can help meet the financial accountability requirement.

B. What should be evaluated? The primary role of program evaluation is to provide relevant information to key decision makers so that they can make informed judgements. Therefore, the evaluation activity should start with determining what decisions are to be made. The types of decisions made by educators may be classified as:

1. Planning. Decisions which are concerned with needed improvements, major goals, and specific objectives.

2. Programming. Decisions which specify procedures, personnel, facilities, resources and time requirements for planned programs.

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3. Implementing. Decisions which direct program activities.

4. Restructuring. Decisions necessary for terminating, sustaining, adjusting or modifying the program or its parts.

   The components of a program which contribute to its success are: administration, personnel, objectives, evaluation system, content, students, resources, guidance and counseling, placement and other ancillary services. The degree which these components are considered for evaluation will vary. The evaluation of an institution or depart ment may be more concerned with the administrative, instructional, guidance, placement, counseling, goals of the organization, etc. If the evaluation concerns an individual program or activity, the focus of the components will be more specific.

   When evaluating a course, the areas of concern are: students served, goals and objectives, organizations, personnel, content, teaching methods, learning assessment and supplies, equipment and facilities. If the evaluation is concerned with a segment of a course the scope would be more limited.

C. What techniques should be used in evaluation? The design of the evaluation system should be directed towards the needs of the local vocational education organization. No design can be universal for all situations. However, there are various techniques that can be combined to build an evaluation system. These techniques, with a brief description, include:

   1. Student assessment. The measurement of student performance is the most widely used technique to evaluate or form a basis for program evaluation.

   2. Graduate assessment (follow-up study). Follow-up studies of graduates can provide data from or about individuals after they have had similiar or comparable experiences. A follow up assessment involves contacting each graduate, usually by a mailed questionnaire, telephone interview, or personal interview. This contact can provide opinions, ratings and suggestions by the graduate based on his/her perception of the programs strengths and weaknesses. Most graduates are capable and willing to evaluate their job preparation and suggest methods for program improvememnt. The graduate assessment can provide evaluation information on the total institution, a vocational program, individual programs, activities or courses.

   3. Employer assessment (follow-up study). Employer assessment of graduates and/or cooperative education students can provide performance ratings and suggestions for improving the vocational program. The employer assessment may be conducted concurrently with the graduate assessment or independently. It can be conducted using a mailed questionnaire, telephone interview, or personal interview. The information gathered should answer pre-specified questions that were formulated by the evaluator and/or staff. The information obtained concerning the same students through the utilization of student

Notes

assessment, graduate assessment and employer assessment can be integrated to help determine the appropriateness of program and course objectives and the competencies required by the employers. The results would enhance identifying program and course strengths and weaknesses. This activity can focus on the total institution, a vocational service area, an individual program, a course or an activity.

#2

EVALUATION OF EMPLOYEE'S
PREPARATION FOR EMPLOYMENT

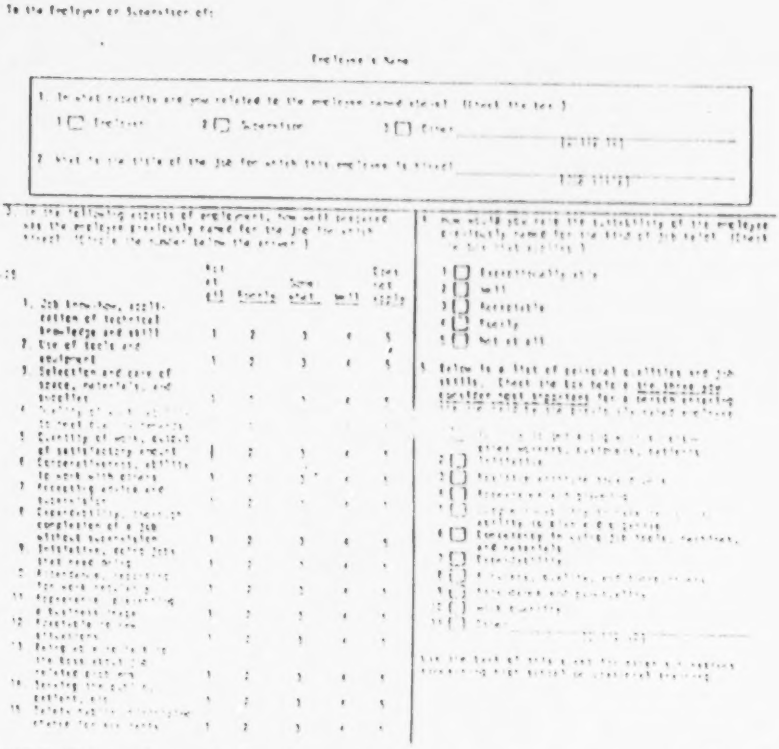

FIGURE 2 *Example Employer Survey Instrument (reproduced from "Follow-up Report on Illinois" by Felsenhausen et al., Charleston: Eastern Illinois University, 1973)*

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4. Team assessment. A team of educators, business personnel, graduates, industrial personnel and community people are invited to review and analyze the total vocational program and/or its components. The team can make recommendations for bringing the program and/or its components closer to meeting the combined needs of the students, industry, businesses and the community.

   Another method of team assessment involves two teams of individuals; one to plan the evaluation activity and prepare the materials and the other to actually conduct the evaluation. The planning team assembles all available information about the program and its components. The evaluation team observes, interviews and studies the assembled information in an attempt to formulate conclusions about the program. The evaluation team then provides consultant assistance and suggests ways to improve the identified deficiencies.

5. The Audit. The purpose of the audit procedure is to report - achieved outcomes and to place these side-by-side with intended outcomes to determine the degree of program success. This purpose is most easily accomplished through the use of audit forms. Audit forms can be developed locally or purchased. The purchased forms are considered samples because program ojectives vary to some extent from program to program.

   An audit can be either internal or external. An internal audit is performed by personnel within the program: students, teachers, and administrators. An external audit is performed by personnel outside the program: graduates, neighboring school personnel, business and industrial representatives and community people. An audit can be applied to the total program, a vocational service area, or an individual program, course or activity.

6. Cost analysis evaluation. A system of evaluation is not complete without a means of assessing costs in relation to program attributes and outcomes. Cost studies attempt to correlate program costs to program outcomes, thereby facilitating program decision making. Two programs or courses having similiar goals and objectives but different costs should be examined to determine if the additional expenditure is necessary for one course as opposed to the other.

D. Who Should Be Involved in the Evaluation? After reviewing the possible approaches to evaluation, it can be determined that it is not possible for one person to be responsible for accomplishing all of the evaluation requirements and related tasks. It is important to involve a number of people within and without the program in the evaluation. The scope of the evaluation will determine who is to be involved. As a rule, all individuals who share an interest in the course, program or activity being evaluated should be involved to the degree corresponding to their interest. People who have participated in the evaluation will be in the best position to implement changes considered necessary by the evaluation.

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#3

1. Administrative personnel. The administrative staff at all levels must be involved in all program evaluations. Even if not directly responsible for initiating the evaluation activity, the administrative personnels' support and sanction are important. In addition, the administration personnel can act as advisors to the evaluation process, liason between an outside team and inside personnel, insure adequate financial resources, release time if necessary, and a monitor of progress. Administration will play an important role in how the results are translated into remedies; therefore, it is vital that they be committed and involved.

2. Instructional personnel. Instructional personnel should be involved in evaluating their own programs and activities as well as those of others. They should be involved because they are more knowledgeable about program and course specifications than any other group. Instructional personnel should play a key role in the development of the evaluation goals as well as how the evaluation is to be conducted and the results interpreted. Their involvement will also help reduce apprehension concerning the possible misuse of the results.

3. Students. For many evaluation activities, such as those concerning instructional personnel, support personnel and course and program operation, students are in the best position to observe the every day activities that an outside evaluator is likely to miss. Therefore, student involvement in the preparation and administration of the evaluation is critical.

4. Support personnel. The opinion of support personnel, counselors, placement personnel, secretaries, custodians, etc. have a potential for contributing to the evaluation regardless of their chain of command level. These individuals will many times possess the expertise and information necessary for a successful evaluation.

5. Advisory committee members and other citizens. Advisory committee members have already made a committment to vocational education and therefore can encourage other local personnel to cooperate in the evaluation activities. Their expertise can be utilized in making recommendations for improvement after the evaluation as well as planning for evaluation.

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Other citizens you may wish to involve in the evaluation are members of labor organizations, industrial councils, parent groups, Chamber of Commerce, employment services, etc. These people can provide information from their perspectives about crucial parts of the program, as they are "users" of the "products" of vocational education.

6. External experts. It is often beneficial or even necessary to involve evaluation experts from private consulting firms, universities, and other education and training organizations or agencies. External experts can be used to help in the design and implementation of the evaluation system, identification of evaluation needs, use of evaluation results or as directors of the evaluation. The actual component to be evaluated and the technique chosen will dictate which individuals should be chosen to participate in a particular evaluation activity.

Procedure for Designing an Evaluation System

Before specific procedures for conducting an evaluation are determined, there is a need to develop an overall structure within which these activities can and should be conducted. Several procedures which should be followed in designing an overall evaluation system prior to its initiation follow.

A. Focusing the evaluation. Spell out the objective of the evaluation and define the policies which will govern the process of evaluation. The audience of the evaluation results should be identified prior to any activity or collection of information. Decision levels should be identified; whether administrative level, instructional level or budgetary level, and then specific decisions to aid in structuring the evaluation can be made. The next step in focusing the evaluation system should be formulation of evaluation questions. The evaluation questions are primarily the rewriting of decision situations.

B. Selecting appropriate evaluation activities. After the decision situations and levels are identified and the evaluation questions definitely delineated, activities can be selected that enable program personnel to obtain the informtion necessary to make decisions. Once the data or information is identified, those considered the most important should be given priority in terms of selection of evaluation activities.

C. Structuring Evaluation Activities. Each person participating in these activities should be involved in all discussion relating to the study. This will give them an increased sense of in volvement which contributes greatly to their commitment to the activity.

1. Determine who should be involved. This ranges from program personnel-administrators, instructors, and support personnel through students, community representation and external experts.

2. Identify activity tasks. Tasks should be described and explained in complete detail. It is imperative that the evaluation personnel know exactly what to do to insure that they can handle unexpected problems which have been unrehearsed.

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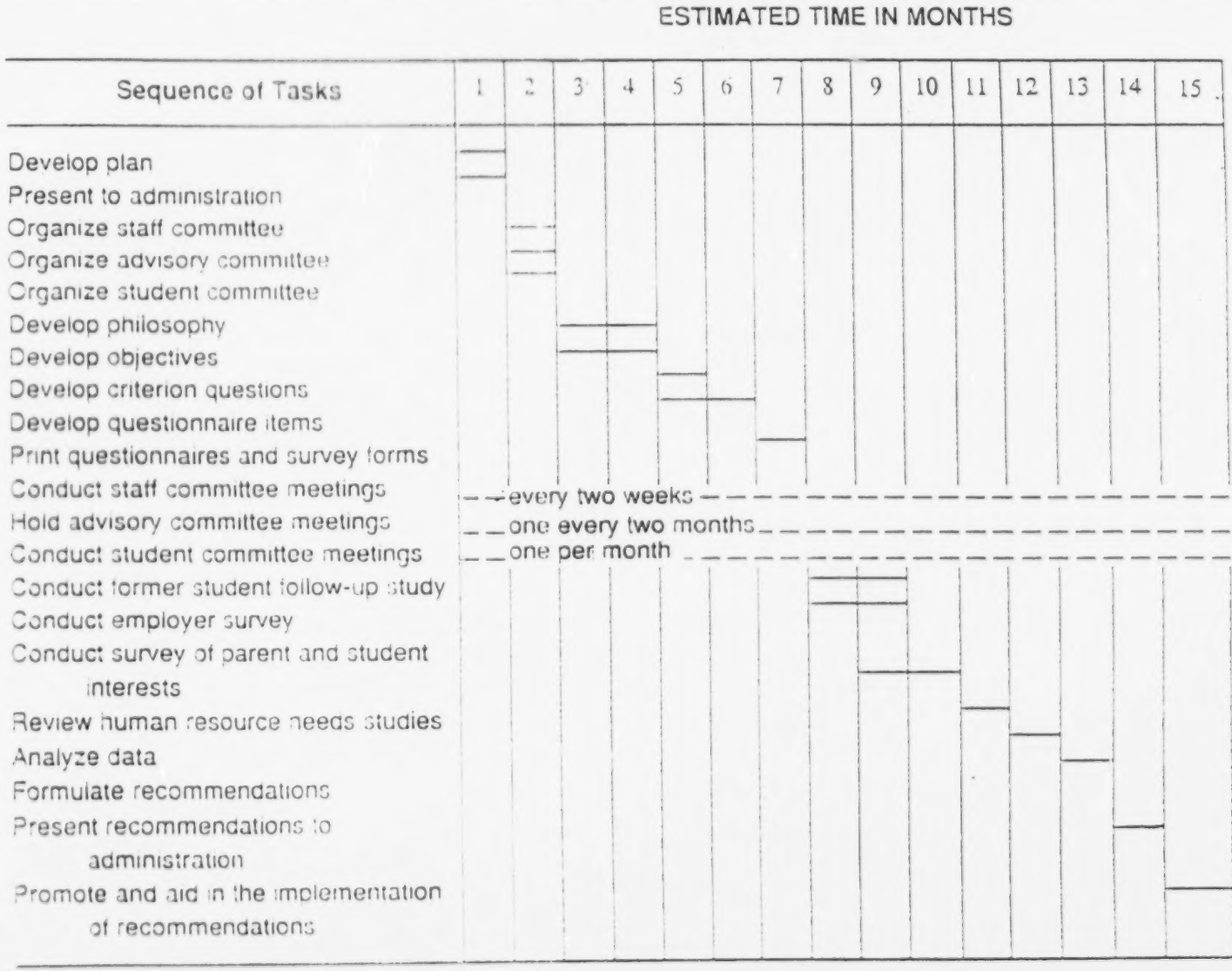
3. Inform personnel. If all members of the evaluation team are properly informed, they will be in a position to help one another, adequately explain the evaluation goals to others, make good decisions and comprehend the problems that are met by other team members.

4. Assign personnel responsibilities. The scope and extensiveness of the evaluation activity will determine the number of individuals required. The evaluation director assumes overall leadership. A leader should be identified for each task. If no special knowledge is required, the director may ask for volunteers. When expertise is required, the director may select individuals he feels are qualified to do the job.

5. Sequence the tasks. To initiate the sequencing of tasks, list all the tasks and identify those which are dependent upon another task. Put the tasks in the order in which they must be completed. Many activities can be conducted simultaneously. Place the activities in a pictorial schedule.

#4

FIGURE 4: SCHEDULING OF ACTIVITIES EXAMPLE



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6. Determine time estimates. After the activities have been sequenced and scheduled, time estimates need to be attached to each task. A sequence schedule should be prepared showing each activity, estimated completion date and the name of the leader or person responsible for the completion of the activity.

Final Report Outline Example

I. Abstract
Occupies one or two pages; identifies the school; and concisely and simply summarizes the objectives, findings, conclusions, and recommendations.

II. Introductory Section
A. Introduction: Vocational Program
This section should give a description of the institution's vocational program. It may include statements on the institution's vocational education philosophy and objectives.

B. Objectives of Local School or College Evaluation
This section should include a clear, concise listing of the objectives established within the framework of the evaluation. These objectives give direction to the institution's evaluation effort.

C. Description of Activities
In this section, a detailed description should be given of each activity included in the evaluation. A time schedule and other materials may also be included.

D. Staff Involvement
This section should present information focusing upon the extent and type of staff involvement. It should address the outcomes, attitudes, type of committees, functions, philosophy changes, successes, failures, and so on.

E. Citizen Involvement
Facts about citizen involvement in the evaluation are presented in this section. It reports types, size and representation of committees, functions, attitudes, outcomes, successes failures, and so on.

F. Consultant Involvement in Project
This section includes information focusing upon the role of any consultants in the evaluation.

G. Public Relations
This section deals with the type, method, and scope of public relations used in connection with the evaluation.

III. Findings Section
A. Committee Activities
This section reports the number and type of committees and the scope of activities of each.
B. Committee Recommendations

Notes

The recommendations of each committee are presented in this section. Each recommendation should be accompanied by supportive data and the other information.

C. Follow-up Studies
If employer surveys and follow-up studies of graduates and dropouts were made, the results and generalizations are reported in this section.

D. Curricular Studies
If studies of present or potential curricula were made, the results are reported in this section.

E. Other Types of Studies
If occupational surveys, attitude studies, or other types of studies were made, the results are reported in this section.

F. Changes Resulting from or Related to Local Program Evaluation
Any changes, innovations, adoptions, or plans already made are reported in this section.

IIV. Conclusions and Recommendations
A. Conclusions
The conclusions should be organized according to the objectives that were drawn up for the evaluation.
B. Recommendations
All recommendations and future plans for evaluation should be reported in this section.

V. Appendix
A. Questionnaires
B. Checklists
C. Committee membership lists
D. Public relations materials

1. Determine format for reporting data. Depending on the sources of information, the reporting format could include tallies, percentages, histograms or bar graphs and averages.

2. Determine format for reporting judgements. The formats for reporting judgements are many. One that has proved its usefullness consists of three columns: one for conclusions, one for recommendations and the third for suggested solutions. Format for Reporting Judgements

Conclusions	Recommendations	Sugguested Solutions

Notes

E. Developing Management Evaluation Objectives.
Management evaluation objectives are statements of intent designed to communicate the activities of the evaluation process to all the people involved. Management evaluation objectives should be prepared for each task within an evaluation activity.

F. Incorporating a Means of Meta Evaluation.
Meta evaluation is an evaluation of the evaluation system. It is very important that those involved with or affected by an evaluation monitor the purposes, processes and outcomes of the evaluation system during its development and implementation stages.

III. Using the Evaluation Data.
The collection and analysis of data should not be the end product. The data collected should be used as part of the decision making process. Listed below are six suggestions to follow if the evaluation results are to influence the decision making process.

1. Involve as many different groups as possible in the evaluation process. The results of the evaluation are more likely to be used if a great nember of people know about it.

2. Avoid involvement in an evaluation unless assured the results are to be used. Without this assurance, the evaluation becomes no more than an exercise.

3. Build decision choices into the evaluation plan. The results are more likely to be used if the evaluation plan includes several outcome possibilities and prescribes a course of action for each.

4. Be sensitive to the relevant, internal politics of the area being evaluated. Evaluation data alone will not produce change. Groups and individuals interpret the data and allow it to influence their decision making. The evaluation director must be aware of the political realities of the area being evaluated.

5. Make strong operational recommendations in the final report. The final report could well be the only part of the evaluation that gets reproduced, circulated and read.

6. Give a copy of the results to the administration, the advisory committee, the board of education and the media. Recommendations are more likely to be listened to if they are communicated clearly to the people responsible for decision making.

V. How to Avoid Common Evaluation Pitfalls.
Mistakes are hard to cover. Most mistakes are a function of either expectations or schedules. The evaluator cannot anticipate every problem that will arise and plan for it. The evaluator must make everyone involved aware of his expectations or the general way in which the evaluation is to be carried out. Some suggestions:
1. Lay out a detailed schedule of the evaluation plan.
2. Prepare a list of responsibilities for each person involved in the evaluation.
3. Conduct periodic briefings for all those involved in the evaluation.

OVERVIEW OF MISSOURI SCHOOL IMPROVEMENT PROGRAM

Selection of Districts for Review

5-year review plan for Missouri's 543 school districts

Regional inservice for schools up for review in 1990-91 June to August

Calendar of events for each district reviewed stating the dates activities of the review will occur

The Team

Selection of Team Leaders -Department Staff

Training: September

Selection of Team Members
1. Department staff
2. School officials
3. College/ University staff
4. Board members
5. Others: Business State employees Professionals

Training of Team Members

Pre-Visit Activities

Information sent to schools:
- -Administrative procedures
- -Documentation file
- -Information forms

Prepare context information for each district

Resource and performance information prepared for each district

Advance surveys to:
- -Students
- -Teachers
- -Administrators
- -Support staff
- -Board
- -Parents

Team orientation

District orientation

Building orientation

Onsite Review

Interviews
- -Teachers
- -Administrators
- -Board
- -Support staff
- -Others

Team perceptions

Information in the documentation file

Team members develop individual reports

Develop group or committee reports

Reach team consensus

Exit Conference

Team leader and State Supervisor develop district report

Draft Report

Reviewed by: Department School Improvement Committee

Draft report sent to district

Team leader, State Supervisor and district discuss draft report

Final Report

Reviewed by: Department School Improvement Committee

Final report sent to district

District response to the final report

District accepts final report

District does not accept part or all of final report

Appeal to:
- -Department MSIP Committee
- -Commissioner
- -State Board of Education

The School Improvement Plan to Address Concerns

Plan developed by the District that includes:

- -Strategies and goals
- -Resources needed
- -Time line for correction
- -Work with State Supervisor

District School Improvement Plan to Department SIP Committee

The committee accepts the district's School Improvement Plan

The committee rejects the plan

Plan is returned to district for correction

The committee develops summary report for the State Board of Education to include:

1. Strengths
2. Concerns
3. District response
4. Recommended overall level of distinction

Report to State Board of Education

Reviewed by the State Board

Action

Public report to the local district

Districts plan to notify the public of the report

Monitoring of the School Improvement Plan

Tracking of the district's School Improvement Plan

Updating the School Improvement Plan calendar on each district in the department master file

State Supervisor and department staff submit progress reports on each School Improvement Plan to Department SIP Committee and State Board of Education annually and/or as needed

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4. Do not assume anything.
5. Do not be afraid to alter things as you go along, if it is necessary.
6. Do not avoid statistics; seek help if necessary.
7. If there is a great amount of data, use a computer to analyze them.
8. Draw conclusions justified only by the data.
9. Do not let anyone other than the evaluation director write the final report.

The Missouri School Improvement Program (MSIP)

Effective school improvement programs involve as many people as possible in both the initial planning for the program as well as the implementation of the program. Several Missouri school districts already have effective school improvement and planning processes in place. It is not the intent of the Missouri School Improvement Program to require a specific model for school improvement, but to allow districts enough flexibility to respond in ways that best fit their individual needs and resources. A review of literature concerning school improvement can help districts identify the components of effective school improvement programs. There are a variety of strategies for developing and implementing successful school improvement plans that will directly enhance the educational opportunities for students. Districts are encouraged to develop those strategies that they feel will work best for them.

Since districts need to submit a plan to the state's School Improvement Committee, the initial plan will, of necessity, be general in nature and reflect the district's commitment to improvement and its priorities for addressing the identified concerns. As efforts toward school progress within the districts, more detailed plans, building level plans and other plans, can be developed to help address the areas of concern and achieve those goals which were identified. The State Supervisor of Instruction and the appropriate program specialist will monitor the district's progress toward developing and implementing the district's school improvement plan.

School districts will use these school improvement plans to evaluate their educational processes and to make plans for district-wide improvements. In the assessment process, a team of educators will validate the efforts a district has made to achieve the objectives which are embodied in the district's school improvement plan.

The school improvement review team's work will be facilitated by the districts' assembling their documents and materials which confirm or validate their efforts to meet the process and performance standards and by placing this material in documentation files.

An outline of some of the materials and resources which the team will need to review is given below.

Curriculum and Instruction

1. Curriculum guides for all instructional programs.
2. Individual course descriptions.
3. Any articulated objectives or plans used to define the curriculum.
4. All board policies on curriculum and instruction.
5. District's philosophy/goals/mission statement.
6. District's curriculum committee meeting and activities.

Notes

Assessment

1. Board policies regarding assessment.
2. Board minutes of its annual review of assessment.
3. Assessment plan and testing calendar.

Chapter I

1. Financial records
2. Parent participation policy
3. Complaint procedure
4. Master Eligibility List
5. Individual class schedules and rosters
6. Sustained effect study
7. Proper credentials of Chapter I staff
8. Attendance center selection and participation information

Vocational Education

1. Vocational education materials and documents for each program area to include:
   a. Statement of philosophy for the department or occupational program area.
   b. Statement of program objectives.
   c. Class schedule.
   d. Membership roster of the advisory committee.
   e. List of advisory committee activities.
   f. Instructional objectives and course outlines.
   g. Development plans and long-range needs.
   h. Current enrollment information.
   i. Placement and follow-up data.
   j. Employer follow-up forms.
   k. In-service schedules with special population topics identified.
   l. Vocational instructional management system core competency list for vocational programs.

Climate

1. Board policies on discipline and conduct.
2. Sections of student and faculty handbooks concerning discipline, conduct, attendance, suspension and expulsion.

Learning Resources Centers

1. LRC service plan and collection policies.
2. LRC curriculum.

Notes

Guidance and Counseling

1. Comprehensive guidance plan.
2. Guidance curriculum.

Professional Development

1. Professional development policies and procedures.
   a. Professional development committee policy.
   b. Mentoring policy.
   c. Professional development requirements.
   d. Reimbursement policies and procedures.

Supplemental Programs

1. Board policies regarding -
   a. Extra-curricular and co-curricular activities.
   b. Fund raising activities.
   c. Use of school facilities by community groups.
2. Chapter II, Title II drug-free schools and community programs.

Governance and Administration

1. Board policies and procedures.
2. Board minutes and agendas.
3. Job description for employers.
4. Compensation plan/salary schedules.
5. Informational brochures and/or materials.
6. Building committee information

Facilities

1. Long-range plans for maintenance and/or renovation
2. Schedules of maintenance/renovations currently in program

Safety

1. Safety information form to be completed.

School Health Service

1. Comprehensive health services plan.
2. Health curriculum.
3. Location of cumulative health records, emergency medical records and immunization records.
4. Board policies on health services, communicable diseases, child abuse and neglect, and drug-free environment.

Notes

Nutrition Services

1. Free/reduced price meal procedure and criteria.
2. Number or percentages of students participating in lunch program and receiving free/reduced price meals.
3. Written nutrition plan.

Transportation

1. Inspection report for district buses.
2. Proof of liability or property damage insurance on buses.
3. Transportation contracts with outside provider.
4. State transportation report.
5. Evidence of transportation services emergency and safety training.

Performance

1. Student achievement data.
2. Student follow-up data.
3. Drop-out/persistence to graduation data.
4. Optional performance standards.

Procedures for State's Review of District's School Improvement Programs

Missouri's school districts are scheduled for review on a five-year cycle.

Each district scheduled for review will identify a contact person from the district to be responsible for coordinating the review effort. The on-site review team leader or State Supervisor will work out details in regard to developing the on-site interviews, schedule, administering the advance questions,and making other logistical arrangements.

Approximately eight weeks prior to the on-site review, advance questions will be mailed to the district. These questions give the teachers, administrators, support staff and students an opportunity to assist in the assessment of the school district. The perceptions of those who work and learn in the district are an important part of the assessment process.

Advanced questionnaires are provided for all professional staff, central office administrators, building principals, classroom teachers, librarians, counselors, board of education members, nutrition services staff, transportation staff, maintenance staff, clerical staff and instructional aides. Responses can be separated by building level, teaching experience, education level, subject area and other ways for better interpretation of the results.

The student questionnaires are self-contained, scan-sensitive answer sheets which means the students can mark their responses on the questionnaire. There are two forms of the student questionnaire. The elementary form (grades 5 through 8), and the secondary form (grade 7 through 12). The questionnaires themselves are demographic and opinion questions for the student. The student has the option not to respond to any item.

Notes

Advance staff- and student-completed scan forms will be returned to the Supervisor of Instruction section for processing and analyzing the advance data as well as sharing this data with team members prior to the on-site visit.

The On-site Review Team

The on-site review team will be composed of approximately one-third state department staff members, one-third practicing educators from across the state, and one-third members from college and university staffs, school board members from other dis tricts, civic leaders from other communities, and representatives from business and industry. All team leaders will have completed a two-day training session and team members participate in a one-day training session.

Team Orientation

Before the review begins, the review team leader and the State Supervisor of Instruction will meet with the on-site review team. At this meeting, they will discuss the results of the advance questionnaire, the information provided by the district, the resource information and review procedures to be followed during the on-site review. This is usually accomplished the night before the on-site visits, along with the district orientation.

On-site Interview Procedures

The State Supervisor of Instruction will prepare a list of staff members to be interviewed in each district. This list will contain a random selection of teachers representing all grade levels and all subject matter areas. Basically, all counselors, librarians, and administrators will be interviewed. Support staff will be interviewed to the extent possible.

The State Supervisor of Instruction will work with the district contact person in developing an interview schedule. Each interviewer will be allowed time to see the facilities and walk through some of the classrooms during classes. The review team should not intrude, interrupt or inconvenience the district any more than necessary.

On-site Review Schedule

The size of the review team and the length of time spent in the district will be determined by the size of the district, programs and services offered, student/teacher population and the number of buildings in the district. The format most frequently used is for the team to arrive the evening prior to the on-site interview and conduct a team orientation and a district orientation that evening. The first morning of the on-site review, the building administrators orient the respective team members to their buildings. Then interviews are conducted for most of the first day. Interviews may extend into the second day. The second day affords team members the opportunity to pick up additional information and to further review the documentation file. When the individual area teams have reached a consensus on all issues and concerns, the report writing process begins.

Notes

The Exit Conference

The review team leader, the State Supervisor, and perhaps a few individual area team leaders will hold an exit conference with the district administration. At the exit conference, the entire report is not reviewed; only the major areas of strength and concerns are discussed. If there are any major disagreements or concerns, further information may be obtained. The district will receive the full assessement at a later date.

District assessment is an important component of the Missouri School Improvement Program because it gives staff members and team members the opportunity to make suggestions for improvement of the student's educational program.

Summary and Review

Evaluation is an integral part of any decision-making process. School districts have increasingly been called upon to qualify their existing programs or to choose those on-going programs that they will eliminate in order to meet budget resitrictions. In this context, the importance of the evaluation and the evaluator role in the general scheme of decision making has increased.

All personnel have a "need to know" when it comes to evaluation of instructional programs. Evaluation should not be an esoteric collection of jargon, statistics, and techniques understood only by a specialized few. Everyone involved and everyone that has a stake in the program must understand how the evaluation is or was accomplished.

The purpose of this module has been to expose the student to various methods of evaluation that can be used for regular and cooperative vocational programs. While not designed to give the teacher skill in planning and conducting regular and cooperative vocational program evaluations, every teacher will help with the evaluation process and needs to be prepared to utilize pertinent findings and recommendations to improve his/her program.

Activity Sheet 1

1. Name the five reasons why a vocational education program should be evaluated periodically.

   a.

   b.

   c.

   d.

   e.

2. Name those things that should be evaluated in a vocational education program.

   a.

   b.

   c.

   d.

   e.

3. What six techniques can be used to evaluate a vocational education program?

a.

b.

c.

d.

e.

f.

4. Who should be involved in the evaluation of a vocational education program and why?

5. What are the procedures to be followed in designing an evaluation system?

6. How should the data collected during an evaluation be used?

Answer Sheet For Evaluation

Question #1 Answer

A. As a planning aid

B. As a decision making aid

C. As a program personnel aid

D. As a student program aid

Question #2 Answer

A. Decisions made by educators

B. Planning

C. Programming

D. Implementing

E. Restructuring

Question #3 Answer

A. Student assessment

B. Graduate assessment

C. Employer assessment

D. Team assessment

E. Audit

F. Cost analysis assessment

Question #4 Answer

Administrative personnel; instructional personnel; students; support personnel; advisory committee members and other citizens; and external experts.

Question #5 Answer

Focusing the evaluation

Selecting appropriate evaluation activities
Structuring evaluation activities

- Determine who should be involved
- Identify activity tasks
- Assign personnel responsibilities
- Sequence tasks
- Determine time estimates

Structure the evaluation outcome

- Determine format for reporting data
- Determine format for reporting judgements

Develop management evaluation objectives

Incorporate a means of meta evaluation

- Evaluate the evaluation system

Question #6 Answer

Make a copy of evaluation results available to the administrators, the advisor's committee, the Board of Education, and the local media.

Activity Sheet 2

Develop a written plan for an evaluation of the program area in which you teach.

Evaluation Plan Checklist

Place a check mark in the correct box opposite the checklist question.

Your Plan:	Yes	No
1. Provide for the following persons to be involved in the evaluation:		
a. Administrative personnel	( )	( )
b. Instructional personnel	( )	( )
c. Students	( )	( )
d. Support personnel	( )	( )
e. Advisory committee	( )	( )
f. External experts	( )	( )
g. Others	( )	( )
2. Include a description of the area served	( )	( )
3. Include a statement of philosophy	( )	( )
4. Include a plan of evaluation objectives	( )	( )
5. Describe the specific responsibilities assigned to the evaluation director	( )	( )
6. List the major activities to be completed in sequence	( )	( )
7. Provide a time estimate for each activity to be completed	( )	( )
8. Include a list of items and the amount of money which will need to be budgeted	( )	( )
9. Describe the format for reporting dates	( )	( )
10. Describe the method that will be used for dissemination of final report	( )	( )
11. Describe the strategies to be used for implementation of recommendations advanced in final report	( )	( )